



UNIVERSITY OF  
MAINE AT  
FARMINGTON

## COLLEGE OF EDUCATION, HEALTH AND REHABILITATION

### LESSON PLAN FORMAT

**Teacher's Name:** Jennifer Trautvetter

**Grade Level:** Seventh Grade

**Date of Lesson:**

**Topic:** Introduction to Career Unit

### **Objectives**

**Student will understand that** Students will understand that research is important, adds to their understanding and can sway their opinion.

**Student will know** collect information for research projects including primary and secondary sources

**Student will be able to** compare occupational risk vs. reward

### **Maine Learning Results Alignment**

#### **Language Arts**

B. WRITING: Students write to express their ideas and emotions, to describe their experiences, to communicate information, and to present or analyze an argument.

B5. Students write simple business letters and documents related to career development.

- Write information purposefully and succinctly to meet the needs of the audience.
- Write to convey specific requests for detailed information.
- Follow a conventional format for writing resumes, memoranda, and/or proposals.
- Write multi-step directions, with annotation where appropriate, for completing a task.

C1. Students propose and revise research questions, collect information from a wide variety of *primary and/or secondary sources*, and follow the conventions of documentation to communicate findings.

- Determine the nature and extent of information needed.
- Locate and access relevant information.
- Demonstrate facility with note-taking, organizing information, and creating bibliographies.
- Distinguish between *primary and secondary sources*.
- Evaluate and verify the credibility of the information found in *print and non-print sources*.
- Use additional sources to resolve contradictory information.
- Summarize and interpret information presented in varied sources, and/or from fieldwork, experiments, and interviews.
- Present findings by paraphrasing, quoting sources, and using proper *citation*.

- i. Use information ethically and legally.

### **Math – Data Analysis**

Students use graphs and charts to represent, organize, *interpret*, and draw inferences from data.

- a. *Create*, pictograms, bar graphs, line graphs, pie charts, stem and leaf plots, box and whiskers plots, and histograms using pencil and paper and electronic technologies.
- b. Draw conclusions based on graphs and charts including tables, pictograms, bar graphs, line graphs, pie charts, stem and leaf plots, box and whiskers plots, and histograms.

### **Career**

B3. Students locate and analyze the use of different types of resources, including *occupational information labor market information*, to explore *post-secondary education, training*, career choices.

Rationale: Integration is become a more and more obvious choice for middle school curriculum. This lesson includes Maine standards from the Language Arts, Career and Math contents. Students will learn skills in persuasion, letter writing, research, data analysis, summarization and interpretation. This lesson is the first step towards focusing students on the skills that will be necessary for not just an academic career but a “real life” career as well. The content includes skills that are basic requirements for most types of post-secondary employment.

### **Assessment**

#### **Formative (Assessment for Learning)**

Students will be formatively assess in multiple ways. Graphic organizers will be completed and checked for comprehension and completion. Students will be given opportunities to perform in front of class. There will be many class and group discussions to explore learning content and to create curriculum. As always, participation will be a key factor in assessing how well the students grasp concepts and content.

#### **Summative (Assessment of Learning)**

There will be two summative assessments. One, is the letter written home to parents about their career choice. Students will be given peer and teacher feedback during class and will be graded on letter structure, ability to follow directions and thoughtfulness. The other assessment will taken place at the end of the lesson to assess students’ research and organization skills. Each student will be responsible for researching their dream career and finding a famous person who has that occupation. They will need to create a video with 3 interesting facts about the person.

### **Integration Technology:**

Students will utilize laptop and internet capabilities through research, Blogger, and Letter Generators. Technology will be used in a Type II manner and not just for the sake of technology. Student collaboration will appear through personal blogs. Parents will be included in curriculum when the letter generator is used.

**Integration of Content Areas:** Career, Math

Students will be given the opportunity to explore a variety of careers including one of their choosing. They will be researching many facets of real life employment including salary, hours, co-worker relationships, and also career goals.

For mathematic content, students will be analysis data found from researching their careers. They will need to find the data, analyze it, summarize it and synthesize it. Their results will be recording on various graphic organizers and also in one of their summative assessments (venn diagram). Although data analysis is a math standard, I strongly believe that it can be used all content areas, making it a very powerful skill that students should be proficient in.

**Groupings:** Students will be naturally grouped. They will be playing a game, so it's okay if they're with their friends. Most other group work will be the same. If necessary, I will switch up groups to take a step toward inclusion, enjoyment, and productivity of each student.

**Differentiated Instruction:**

Logical: The Game of Life, The quiz students take, Graph at the end

Verbal: Class Discussions, Verbal directions, Group work

Visual: Come up with questions as a class / written on the screen, create a Blabberize

Musical: Background Music

Intrapersonal: Letters, Individual work

Interpersonal: Game of Life, Discussions (Group and Class)

Kinesthetic: Line Game, Game of Life

Naturalist:

**Modifications/Accommodations:**

Accommodations will be provided for every student who needs one: scripts for any video can be made available, seating arrangements can be made for students with visual or auditory diversabilities, modifications to assignments and teachers aides can be looked into when necessary. The goal is for each student to learn at the pace they are emotionally, socially, physically and intellectually ready for. I want each student to learn the most, and best they can, for the student they are entering into my classroom.

**Extensions:** All of the classwork and homework is available to redo at my discretion. I will let each student know that they always have the option to redo/improve a homework assignment as long as we both decide on a deadline. Most grades for homework will be replaced and projects grades will be averaged. Of course, special circumstances, such as absences, can be negotiated on a case-by-case basis. The most important thing is that students master the skills; time is not important.

**Materials, Resources and Technology:**

Graphic Organizers

Writing utensils

Laptops with video and audio capabilities

The Game of Life (5?)

Projector

Speakers

Internet Access

### **Source for Lesson Plan and Research:**

Cooperative Learning - [http://www.intime.uni.edu/coop\\_learning/ch1/types.htm](http://www.intime.uni.edu/coop_learning/ch1/types.htm)

Dirty Jobs - <http://www.youtube.com/watch?v=3QvUBkVfHZM>

Every Occupation List - [http://www.bls.gov/oes/current/oes\\_alph.htm](http://www.bls.gov/oes/current/oes_alph.htm)

Career Quiz - <http://www.dreamit-doit.com/content/toolkit/quiz.php>

Letter Generator - [http://www.readwritethink.org/files/resources/interactives/letter\\_generator/](http://www.readwritethink.org/files/resources/interactives/letter_generator/)

Blogger - <http://www.blogger.com>

Blabberize - <http://www.blabberize.com>

### **Maine Standards for initial Teacher Certification and Rationale**

***Standard 1 – Demonstrates knowledge of the central concepts, tools of inquiry, and structures of the discipline(s) s/he teaches and can create learning experiences that make these aspects of subject matter meaningful to students.***

By inviting parents to interact with the content, students will feel their voices are being heard by adults. Students will choose the career they will to research, enabling them to have full control over the content and how it relates to their own lives.

- ***Standard 2 – Demonstrate the ability to integrate the concepts, tools of inquiry, and structures among the disciplines.***

This lesson will integrate both math and career content. They will need to conduct research and analyze data. Technology will be utilized in various ways, in each class.

- ***Standard 3 - Demonstrates a knowledge of the diverse ways in which students learn and develop by providing learning opportunities that support their intellectual, physical, emotional, social, and cultural development.***

Students will be provided options in their assignments, not only in content but also in process. Activities are planned that have the students moving around the classroom to support physical and social development. Conversations will be built on real life career goals and personal objectives.

- ***Standard 4 - Plans instruction based upon knowledge of subject matter, students, curriculum goals, and learning and development theory.***

The lesson is grounded in the standards of the Maine Learning Results. It has been specifically tailored to meet the need of middle school students' knowledge, interests and needs. All information taught will be relative to their academic and future professional careers.

- ***Standard 5 - Understands and uses a variety of instructional strategies and appropriate technology to meet students' needs.***

Students will be introduced to online references for this research. They will need to find sources that are accurate and appropriate to their needs.

The lesson will incorporate seven of the eight multiple intelligences in productive ways.

Whenever possible, information will be given in each of the three learning modalities to improve student comprehension and retainment.

*Technology, Multiple intelligences, Modalities*

- ***Standard 6 - Creates and maintains a classroom environment which supports and encourages learning.***

Students will be given the chance to write a letter to their parents. This is a great way to involve parents and guardians in the classroom. Hopefully, this will promote discussion between students and their caretakers.

Outside research is encouraged. I would love for students to develop an interest in their chosen careers and pursue that interest outside of the classroom. If students want, we can spend a little time in class discussing what they've found.

I allow my students to redo projects and assignments as long as they discuss it with me. This potentially allows students more time on work. My aim is for each student to master the topic and content.

- ***Standard 7 – Demonstrates the ability to support students' learning and well-being by engaging students, home, colleagues, and community.***

Students will be writing letters home to parents/guardians. This is a great way to involve parents because hopefully it will promote conversation about career options and also their parents line of work.

- ***Standard 8 - Understands and uses a variety of formal and informal assessment strategies to evaluate and support the development of the learner.***

There will be opportunities for pre, formative, and some summative assessment. Not all work will be graded, or even handed in, thereby allowing students to use their own voice and natural

- ***Standard 9 – Demonstrates an awareness of and commitment to ethical and legal responsibilities of a teacher.***

Students will be held responsible for the research they conduct and results they find.

- ***Standard 10 - Demonstrates a strong professional ethic and a desire to contribute to the education profession.***

I believe that collaboration with peers is inevitable and welcome. It makes no sense to attempt to teach students by ourselves. Only when we come together as a team, a school, and a community, can we achieve the goals we've set.

## Teaching and Learning Sequence:

| Activities  | Time       | ReSrc<br># |
|---|------------|------------|
| Hook: <a href="#">Dirty Jobs</a>  |            | 1          |
| Learning Activity (Graphic Organizer, <a href="#">Cooperative Learning</a> , Technology):   | 0-5        | 2          |
| DAY ONE   |            |            |
| • Pre-assessment for their thoughts about money ( <a href="#">pennyforyourthoughts.pdf</a> )  | 5-10       | 4          |
| • Pre-assessment for their thoughts about careers ( <a href="#">LineGameQuestions.pdf</a> )   | 10-15      | 3          |
| • Play life. Have check points during the game where you stop and fill out a GO. Music Playing in background. ( <a href="#">LIFEgo.pdf</a> )  | 15-<br>END | 5          |
| DAY TWO   |            |            |
| • Make a list of <a href="#">every occupation</a> they can think of.  | 0-5        | 6          |
| • What would be their dream job? ( <a href="#">dreamjobGOcomparison.pdf</a> )   | 5-10       | 7          |
| • Charades with occupations   | 10-30      |            |
| • Give letter/Assignment sheet. ( <a href="#">LetterToParentsHANDOUT.pdf</a> )  | 30-<br>END | 8          |
| • Write to someone in their family? About how they came to be at the job they currently have, and if they would change anything about it, how did they know that's what they wanted to do? Brainstorm questions for parents. <a href="#">parentscareerletterquestions.pdf</a> Questions will be typed in the front of the class, on screen. ( <a href="http://jakeonjobs.typepad.com/jakeonjobs/2009/05/10-soulsearching-career-questions.html">http://jakeonjobs.typepad.com/jakeonjobs/2009/05/10-soulsearching-career-questions.html</a> ) |            | 9<br>10    |
| • Check out the <a href="#">letter</a> generator  |            | 12         |
| DAY THREE   |            |            |
| • Create letter to send to parents  | 0-30       |            |
| • Take the career quiz and write down results ( <a href="#">LINK</a> )  | 30-<br>END | 11<br>12   |
| • HW is to to send the <a href="#">letter</a> to their parents.   |            |            |
| DAY FOUR  |            |            |
| • Use GO to compare each job based on certain criteria. <a href="#">dreamjobGOcomparison.pdf</a> <a href="#">CareerCriteria.pdf</a>   | 0-25       | 13/14      |
| • Discussion in small groups and as a class. <a href="#">DiscussionQuestionsCareer.pdf</a>  | 25-45      | 15         |
| • <a href="#">Blog</a> about 1) two things they learned, were interested to know, two things they want to learn more about.   | 45-<br>END | 16         |
| DAY FIVE & SIX  |            |            |
| • Work on projects the whole day. Music playing in background. Share once they're complete.   |            | 17         |
| Artifact: <a href="#">Blabberize</a> Need GO for project/must have a link/explanation or picture for every word   |            |            |

| Resources |   | Type               |
|-----------|---|--------------------|
| 1         | <a href="http://www.youtube.com/watch?v=3QvUBkVfHZM">http://www.youtube.com/watch?v=3QvUBkVfHZM</a>   | YouTube Video      |
| 2         | <a href="http://www.intime.uni.edu/coop_learning/ch1/types.htm">http://www.intime.uni.edu/coop_learning/ch1/types.htm</a>   | Website - Resource |
| 3         | Line Game Questions - Questions   | Teacher - PDF      |
| 4         | Penny For Your Thoughts - Graphic Organizer   | Handout - PDF      |
| 5         | LIFE - Graphic Organizer  | Handout - PDF      |
| 6         | <a href="http://www.bls.gov/oes/current/oes_alph.htm">http://www.bls.gov/oes/current/oes_alph.htm</a>   | Website - Resource |
| 7         | Dream Job Comparison - Graphic Organizer  | Handout - PDF      |
| 8         | Letter to Parents - Assignment Sheet  | Handout - PDF      |
| 9         | ParentsCareerLetterQuestions - Starter Questions  | Teacher - PDF      |
| 10        | <a href="http://jakeonjobs.typepad.com/jakeonjobs/2009/05/10-soulsearching-career-">http://jakeonjobs.typepad.com/jakeonjobs/2009/05/10-soulsearching-career-</a>       | Website - Resource |
| 11        | <a href="http://www.dreamit-doit.com/content/toolkit/quiz.php">http://www.dreamit-doit.com/content/toolkit/quiz.php</a>   | Website - Quiz     |
| 12        | <a href="http://www.readwritethink.org/files/resources/interactives/letter_generator/">http://www.readwritethink.org/files/resources/interactives/letter_generator/</a> | Website - Program  |
| 13        | Dream Job - Graphic Organizer   | Handout - PDF      |
| 14        | Criteria Starter List   | Teacher - PDF      |
| 15        | DiscussionQuestionsCareer - Starter Questions   | Teacher - PDF      |
| 16        | <a href="http://www.blogger.com/home">http://www.blogger.com/home</a>   | Website - Program  |
| 17        | <a href="http://www.blabberize.com">http://www.blabberize.com</a>   | Website - Program  |

## DAY ONE

After watching the video hook, students will fill out their first pre-assessment. The Penny For Your Thoughts organizer will get the students thinking about careers and money, and their impact on a person's life. Students will then participate in a line game. This will help to assess where the students' heads are as far as career choices and thoughts about their education. Although these activities seem a little repetitive (which they are) the second will be more helpful for the teacher. Each organizer will be collected, checked for completeness, and allow the teacher more time to thoroughly explore the students' thoughts about the unit ahead.

This is the time when the students begin playing LIFE. I wholly expect this to be a chaotic situation, but it allows the students to interact with their peers and hopefully have meaningful discussions without the direct involvement of the teacher. It will be imperative to go over the directions (game instructions and organizer) before the boards are even handed out, and hopefully there will be a helper in the room to assist in overseeing the progress made by students. The students will receive the board game and LIFE organizer. Teachers should be circulating to make sure students are following the directions, filling out their organizers and to be a catalyst for discussion. This will probably take up the rest of the period.

### The Game of Life Instructions

Video - <http://www.youtube.com/watch?v=SeYBUeI-bHg>

Text - <http://www.centralconnector.com/games/life.html>

## DAY TWO

Students will begin the class by listing every occupation they can think of. Students will brainstorm in groups for a few minutes and then, as a class, we make a list on screen. A website is available to show them how many jobs are actually available, many of which they never would have thought of. Students will then be asked to fill out an organizer and write down their "Dream Job." Stressing to them that this is not a permanent choice, and that they can certainly go by a job they're interested in instead, have them choose an occupation. Tell them that they will eventually be able to research three jobs.

After choosing their "Dream Job", students will participate in a game of charades. Each student will try acting out their chosen job to the rest of the class. Students who don't wish to charade will have the option of describing their job without stating it and having the rest of the class guess. Students who don't wish to do either of those will have the option to draw a picture of their occupation and have the rest of the class guess.



Next, in small groups, students will briefly discuss why they chose their dream job and also what job they think their parents would choose for them. From there, we'll discuss it as a class and make two lists. One list will have things that the students want in a future job, and the other list will contain things that they think their parents want in a job. From there, we'll transition into the letter writing. Students will receive the handout. I'll go over it and we'll come up with a list of questions as a class. Students will spend the rest of class checking out the online letter generator.

### DAY THREE

At the beginning of class, we'll go over the previous class and the questions we generated. As a class, we'll come up with the steps to create a personal letter. In small groups, students will write the first draft of their letters. Ideally, I would be checking in with each student at their half way point. They will be able to use their peers as resources during this process.

After about 30 minutes, I'll ask the students to take a career quiz. While they're working on that, I'll stop by each student to check on their letters, asking questions and giving feedback. The results of their quiz should go on the same organizer as their Dream Job. The rest of the class period will be spent finishing their letters. They should be sent home that night, and hopefully returned the following class.

### DAY FOUR

As a class, we will decide what needs to be researched for each career. There are probably quite a few things about a job that the students are curious about that I would never even think of. Students will then break off into groups for research. I say groups because I encourage conversation at their table, but they won't actually be working with other students. Once everyone's graphic organizer is complete, we'll have a class discussion. The rest of class will be spent blogging about what they've learned.

### DAY FIVE & SIX

We'll start the class by sharing what we're written in our blogs. This will act as not only a refresher for the students, but also give them a good chance to share something they've become interested in.

After that, we'll go over the final project and spend the rest of the class working on it. I don't anticipate this taking too much more than one class period, but if needed, student can work on it the following class and share at the end.

### **Content Notes:**

#### Line Game Questions:

1. I've had a job before
2. I like to work hard at anything I do
3. Math is my favorite subject
4. English is my favorite subject
5. I pretty much hate school

6. I'd rather just leave school and go right into the workplace
7. I know people who have dropped out of school
8. I know exactly what I want to do when I grow up
9. I have no idea of what I want to do when I grow up

#### Career Criteria:

What is the salary?

Does it require a degree? How many years to complete?

How many jobs are there available?

What kinds of skills do you need?

#### DiscussionQuestionsCareer:

Share some jobs

Does anyone have the same dream job?

Why did students choose their dream jobs?

What kinds of skills are involved in the jobs they have?

Why do they think their parents chose the jobs they did?

Was the quiz close?

Do they ever think they'll have their dream job?

Do they think everyone has a job?

Do they think there are enough jobs?

Are they looking forward to getting a job?

#### ParentsCareerLetterQuestions:

What was your first job?

How much did you make?

Did you like it?

What was your favorite job?

If you could choose your dream job, what would it be?

Does work make you happy?

Do you like working around people or by yourself?

<http://jakeonjobs.typepad.com/jakeonjobs/2009/05/10-soulsearching-career-questions.html>

What career do you think I would like best or that I would be best suited for? Why?

#### Handouts:

# Dream Job Project

We're Going To Blabberize!

Who else has your DREAM JOB?

You'll need to research one "famous" person and tell us a little bit about them.

|  |  |
|--|--|
| Researching a famous person with your dream job. (3 Facts) | Record a 30 second audio clip in garageband. |
| Add one sound effect.                                      | Take a picture of yourself to Blabberize.    |

We don't want to know the BORING stuff, like when they were born.  
Tell us INTERESTING FACTS, that will make us say, "Holy Cow! That's Cool!"

## HOW TO BE THE BEST BLABBER

|                           |   |            |
|---------------------------|---|------------|
| 3 Facts About Person      | • | 30 Points  |
| Why you choose this job   | • | 10 Points  |
| 30 Second Audio Clip      | • | 30 Points  |
| 1 Sound Effect            | • | 10 Points  |
| Picture of Yourself       | • | 10 Points  |
| Blabberize Linked to Wiki | • | 10 Points  |
| Total                     | • | 100 points |

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## The Game Of



Welcome to the game of life! Before you begin playing, you're going to want to thoroughly review the rules of the game. Although I want you to play by the rules, please keep in mind folks, that it is just a game. Please fill out this organizer at the specified stopping point. Have fun!

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**College or Career:** Which did you choose and why?

**Choose Your Career:** Are you happy with the career you have? Why or why not?

**You're Married:** Congratulations!! :) How old you you think you are right now? Why?

**Buy a Home:** How old you you think you are? Do you think your house was a realistic price?

**Return to School:** Why did you choose to return to school or go to school a first time?

**Career:** Are you happy with the career you have? Why or why not?

**Take the Family Path:** Why did you take the family path?

**COUNT YOUR MONEY:** How much money do you have? Is it a lot?

**New House:** Do you like your new house? Did it cost more or less than your last house?

**Safe or Risky:** Did you decide to take the safe or risky route and why?

Dear Class,

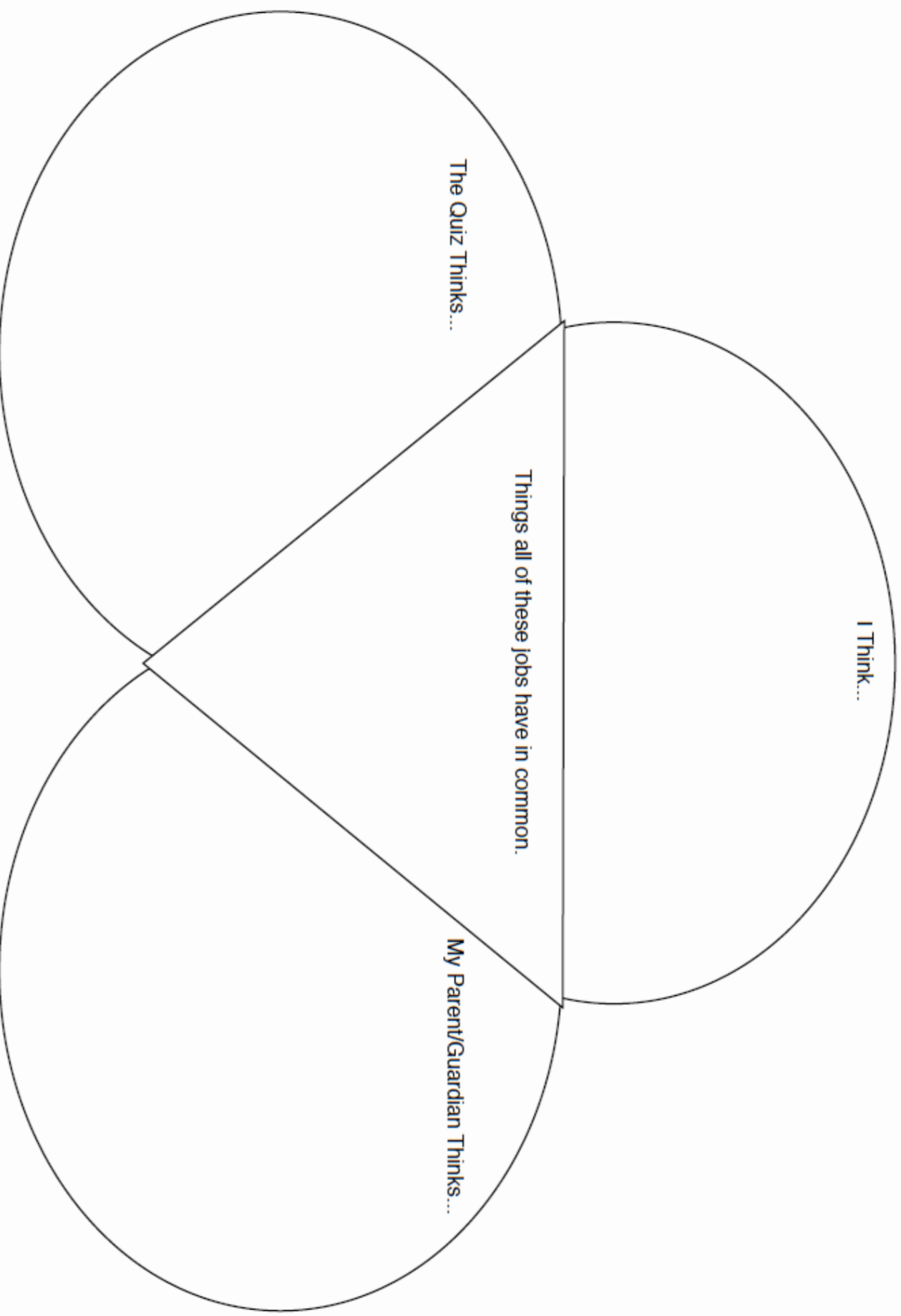
We are now going to think about questions to ask your parents/guardians. Your letter will have several purposes:

- You want to find out what kind of jobs your parents/guardians enjoy. Did they dream of being a pilot? Maybe they always thought they'd wind up in the circus.
- You want to find out what kind of jobs they think you would enjoy. Do they think you'd make a good lawyer? Teacher? Magician? Maybe they plan on paying your bills for the rest of your life, so you won't need to work at all. Yay!
- Also, this will give you a chance to tell them you REFUSE to take over the family business. You've decided to become a super model instead! Hey, it could happen.

As a class, we're going to brainstorm a list of questions we want answered in our letters. Feel free to add a few of your own after our list is complete. Remember, this is not MY letter, this is a letter from you, so make it personal. If there's anything you ever wanted to know about your parent/guardian's job, this is the time to ask.

Sincerely,  
Your Teacher

# MY DREAM JOB



## A PENNY FOR YOUR THOUGHTS

Complete the TRUE or FALSE questions by yourself and then discuss your answers with your group mates.

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T F PEOPLE WHO MAKE MORE MONEY ARE HAPPIER.

T F GOOD PEOPLE HAVE GOOD JOBS.

T F IF I GET GOOD GRADES, THEN I WILL FIND A GOOD JOB.

T F PEOPLE DROP OUT OF SCHOOL BECAUSE THEY ARE STUPID.

T F GOOD JOBS ARE HARD TO FIND.

T F I NEED TO GO TO COLLEGE TO FIND A DECENT JOB.

T F PEOPLE WHO DROP OUT OF SCHOOL GROW UP TO BE POOR.

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Be ready to explain your choices to the class.

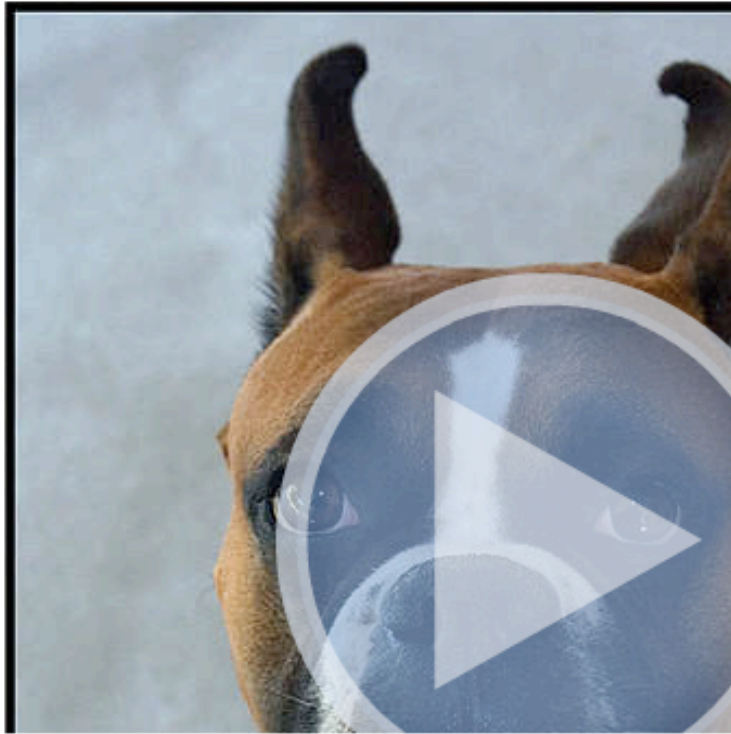
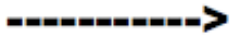


# BOXING!

My Dream Job



Look! A Boxer!



Get it?!

Get it!?